

## Unit Planning Guide: Grade PreK Unit 4 of 7

Unit Title: Becoming An Active Reader	Pacing (Duration of Unit): 5 wks
Grade: PreK	Buffer Day(s): 2

### Desired Results

#### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- **L.PreK MA.1 Demonstrate use of oral language in informal everyday activities**
- **RL PreK.MA.2 with prompting and support, retell as sequence of events from a story read aloud, depicted, or by telling how a sequence of events unfolds.**
- **RL. PreK MA. 6 with prompting and support, read the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.**
- **RL. PreK MA.10 Listen actively as an individual and as a member of a group to a variety of age appropriate literature read aloud.**
- **RI. PreK MA.2 With prompting and support, recall important facts from an informational text after hearing it read aloud**
- **RI. PreK MA.6 with prompting and support, read illustrations in an informational picture book by describing facts learned from the pictures**
- **RI. PreK MA.10 Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud**
- **RF.PreK. MA.10 With guidance and support demonstrate understanding of the organization and basic features of printed and written text; books, words, letters, and the alphabet**

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

- RF.PreK.MA. 1a Handle books respectfully and appropriately, holding them right-side up and turning pages one at a time from front to back
- RF. PreK. MA.2a With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
- RF. PreK. MA.3 Demonstrate beginning understanding of phonics and word analysis skills.

### Meaning (\*Mostly assessed through Performance Tasks/Assessments)

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Informational text tells a true story or gives us information
- A story or experience has a sequence of events
- Illustrations can be used to give information about a person, place or thing
- We engage in a conversation with peers or adults for a reason
- SOUNDS ???

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What can we learn from stories?
- How can we retell a story or experience?
- How do we learn through talking and listening?
- How can asking questions help us learn?

### Acquisition (\*Mostly assessed through traditional summative assessments)

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• That ideas are shared through multiple exchanges between students, peers and adults</li> <li>• Reading/listening is a way to learn something new</li> <li>• Print carries different messages</li> <li>• Letters have sounds</li> </ul> <p><b><u>Key Academic Vocabulary</u></b></p> <p>Sequence Beginning Middle End First Next Last Information Discuss</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Actively participating in dialogue with peers during instruction and play</li> <li>• Demonstrating comprehension of new information using words, visuals, kinesthetics, etc</li> <li>• Sequencing a series of events from a simple story or experience, orally or pictorially</li> <li>• Recognizing that print carries different messages</li> </ul>
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